



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Education**

**Health and Social Care  
8626/8629**

**HC12**

**Mark Scheme**

*2007 examination - June series*

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# HC12

## Question 1

- (a) Likely explanation: when Jamie first stabbed his hand, this was rewarded (1) immediately (1) by giving him comfort/attention/sweets (1) which reinforced the behaviour (1).

Alternatively, candidates might first describe operant conditioning and then apply it to the example.

Sample answer: Operant conditioning involves the immediate (1) reinforcement of required behaviour (1) plus 2 marks for linking with example.

(4 marks)

- (b) Up to 3 marks for clear and detailed description. Likely answer: the use of operant conditioning (1) to produce behaviour of which the individual is not at first capable (1) by reinforcing behaviour which approximates to the desired behaviour (1) and then selectively reinforcing only the behaviour which is closest to the desired behaviour (1).

2 marks for briefer but accurate versions e.g. reinforcing successively closer approximations to the required behaviour.

Candidates might also describe shaping with reference to an example (e.g. of animal training). This can also gain full marks provided all the key elements are present.

(3 marks)

- (c) 1 mark per point (up to 7) for points likely to include: Parents/carers reward infants' utterances (1) e.g. with attention/a cuddle (1) this increases frequency of/reinforces utterances (1) however parents respond less to repetition of same utterances as before (1) but reward new utterances (1) especially those which sound more speech-like (1) this is shaping (1) although parents might be unaware of doing this (1). Infants also imitate parental speech (1) but only learn this if it is rewarded (1). Also credit examples of utterances used to illustrate the above points (1 mark each up to 2).

(7 marks)

- (d) 1 mark each (up to 5) for evaluative points. Likely points:

Theory is simple/plausible: but shaping is time-consuming; and infants acquire language rapidly; not all parents will reinforce language behaviour; but (almost) all infants develop language; studies show that parents do not reinforce/respond to grammar; so theory cannot account for acquisition of grammar; children learn by imitation even when no reward follows.

Up to 3 marks for descriptive details of alternative explanations. Reference to alternative explanations is likely to include social learning theory and genetic/maturational explanations.

(6 marks)

## Question 2

- (a) 1 mark each (up to 3) for naming each part. Plus up to 2 marks each for description.

Likely answers: Id (1) plus any 2 from: the pleasure principle (1) instincts/instinctual energies (1) of sex/libido (1), self-preservation (1) and dominance/aggression (1), unconscious (1).

Ego (1) plus any 2 from: the reality principle (1) perceives situations/opportunities for gratification/delays gratification (1) makes decisions on actions/the executive part (1).

Superego (1) plus any 2 from: moral(ity) principle (1) a set of moral beliefs (1) acts on Ego to motivate good behaviour (1) and prevent bad behaviour (1) contains ego-ideal (1) and conscience (1).

(9 marks)

- (b) 1 mark each for any of the following points:

Moral development is the development of the Superego; which occurs in the phallic stage; between 4-6 years. Children have sexual feelings for the opposite-sex parent; but fear punishment by the same-sex parent; the Oedipus conflict in boys; and Electra in girls. Conflict is resolved by identification; with same-sex parent; thereby acquiring that parents set of moral beliefs.

(6 marks)

- (c) 1 mark per key point, plus 1 mark each for elaboration/example or detail.

Likely key points include:

- implausible;
- not supported by empirical evidence;
- predicts that males will be morally stronger;
- sexist;
- fails to account for moral development in single-parent families;
- simpler, more plausible explanations exist.

(5 marks)

### Question 3

(a)

- (i) Up to 3 marks for: the onset of attachment is determined by the acquisition of object permanence (1) because only then is the child aware of the continued existence of things out of sight (1) in this case the child's parent/carer (1). Accept alternative wording.

(3 marks)

- (ii) Up to 3 marks for: attachment behaviour has survival value (1). Once a child becomes mobile (1) s/he is at risk of getting lost/into danger (1). Attachment reduces this risk by maintaining child's proximity with an adult (1). Accept alternative wording.

(3 marks)

- (b) 1 mark for identifying or specifying one parent-substitute arrangement e.g. day care; fostering; adoption; institutional rearing.

Up to 5 marks for description of study, including 1 mark for identifying sample, plus 1 for specific detail e.g. sample size, age when studied, variables measured (1 mark each), findings (1 mark each), and conclusion drawn/implications of the study.

Likely studies include Goldfarb (1943), Spitz (1945, 1946), Tizard and Tizard (1971) plus related follow-up studies, Kagan, Kearsley and Zelago (1980), Triseliotis (1980), Chisholm et al (1995), among others.

(6 marks)

- (c) Up to 4 marks for description, 1 mark per point. 1 mark for naming each effect plus up to 1 each for description: Likely answers: affectionless psychopathy; delinquency; retardation of cognitive development.

Up to 4 marks for discussion.

1 mark per point, plus 1 mark each for accurate detail or justification.

Likely points include:

Bowlby failed to distinguish between maternal deprivation, maternal privation and separation; plus definition of maternal privation;

The effects suggested might have resulted from the circumstances of separation, rather than the separation itself; for example extreme deprivation of stimulation in residential institutions;

Rutter's finding that separation resulting from death or illness of parent produced fewer ill-effects than separation resulting from family discord.

Up to 2 marks can be awarded for accurate description of relevant studies e.g. Rutter.

(8 marks)

**Question 4**

- (a) (i) Up to 3 marks for; use of strict rules; frequent punishment; little choice; emotionally cold.

(3 marks)

- (ii) Up to 3 marks for: involves child in decision-making; gives guidance; explains wrongdoing; emotionally warm.

(3 marks)

- (b) Permissive (1), plus up to 3 marks for any 3 from: emotionally warm; gives little guidance/control; allows child to do as s/he wishes; inconsistent use of punishment.

(4 marks)

- (c) Answers are likely to describe features of SLT including
- reinforcement (1) i.e. the rewarding of aggressive behaviour (1);
  - modelling (1) i.e. the observation and imitation of another person's aggression (1);
  - extraction of cognitions (1) i.e. working out what is and is not acceptable (1).

Marks should also be awarded for the use of examples to illustrate, e.g. a parent slapping a child as an example of the modelling of aggressive behaviour.

Up to 2 marks may be awarded for reference to (1) and description of (1) a relevant study e.g. Bandura (1965).

(8 marks)

- (d) 1 mark for identifying a relevant influence, most likely to be hormone/testosterone levels. Plus 1 mark for further detail e.g. higher in boys; higher during adolescence.

(2 marks)